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## Hints for Teachers

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[The aim of this department is to furnish teachers of Latin with material which will be of direct and immediate help to them in the class-room. Teachers are requested to send questions about their teaching problems to B. L. Ullman, Iowa City, Iowa. Replies to such questions as appear to be of general interest will be answered in this department. Others will, as far as possible, be answered by mail. Teachers are also asked to send to the same address short paragraphs dealing with teaching devices, methods, and materials which they have found helpful. These will be published with due credit if they seem useful to others.]

### Latin for English

A recent newspaper item quotes as follows from a report of the International Trade Commission of the Southern Commercial Congress: "Two words contain the solution of the world's problem in the international settlement in this hour of unhappy and chaotic uncertainty. They are 'moratorium' and 'amortization'." The two words are both derived from Latin, "moratorium" from *morari*, "amortization" from *mors*. The solution of the world's problem is therefore contained in two Latin words. A word (or rather two words) to the wise Latin teacher is sufficient.

### Parallels

The Fascisti have swept things before them in Italy. The revival of ancient terms and customs in this organization is extremely interesting. The name of the organization is taken from the *fascies*, the Roman emblem of power carried by the consul's lictors. The Fascisti wear small replicas of *fascies* as the emblem of their organization because they stand for law and order. The organization of the Fascisti is based on that of the ancient Roman army. Sig. Mussolini, founder of the Fascisti, just appointed prime minister of Italy, is the *dux*. There are nineteen legions, divided into cohorts. Each cohort consists of two centuries commanded by centurions. Below

these are the decurions. The "soldiers" are divided into *triarii* and *principes*.

### Teaching Vocabulary

A teacher mentioned this as her most puzzling problem, with the comment that a large mass of words is difficult to learn except through usage and that takes times. There is a great deal of difference of opinion as to the proper method of teaching vocabulary. I am inclined to favor a combination of methods. Theoretically, a pupil should learn his vocabulary through reading. Few words have a single fixed meaning. Many have almost innumerable shades of meaning. Practically, however, it is necessary to learn one or two definite meanings for a word when it is first studied. Yet the word should be studied at once in context, i. e., it should be read in sentences. Moreover it should be associated with English derivatives and related Latin words at the very outset. The derivative notebook previously described in the "Hints" is useful here. Special stress should be laid by the teachers on a relatively small group of important words, always remembering that the very common words will take care of themselves. Flash or perception cards are useful for drill. Vocabulary competitions, similar to spelling bees, are also useful. The little cards published by Eva S. Harmon, 330 Webster Avenue, Chicago, under the title "The Latin Vocabulary Game" are very useful for the individual pupil to thumb over. They cost \$2.10. Similar cards can easily be made by any teacher. The Latin word is put on one side of a small card and the English on the other. When the student becomes thoroughly familiar with some of the words, the cards are set aside and attention is devoted to the others. Other vocabulary devices are mentioned in the "Hints" for last June.

### Charades

The following charades created some amusement at a recent meeting of the Classical Club of the University of Iowa:

Rubi-con (a girl named Ruby conning her lesson).

Terence (tear-rents; holes are torn in a piece of cloth).

Croesus (crease-us; one boy uses a flat-iron on the trousers of another).

Sinon (sign-on) and the Wooden Horse (one person has a placard on his back and the other rides a broomstick).

### A Classical Room

Several inquiries have come in about fitting up rooms, especially in new high schools, in imitation of ancient houses. The best answer is to be found in several short articles in the *Classical Journal* dealing with such a room in the Oak Park, Ill., High School. The articles are in Vol. V, 77, 212; XII, 275. There is an excellent picture in Vol. V, 193. The walls have a frieze illustrating the *Odyssey*. There is a Roman shrine, Roman tables and benches of marble, busts, urns, etc.

One recalls the Pompeia at Saratoga, N. Y., an excellent replica of a Pompeian house. Unfortunately the venture proved unprofitable and the house was neglected. Leaks in the roof caused considerable damage. In 1915 it became a private club and is now closed to the public. I saw it a few years ago and it still retained most of its interesting features, but as repairs have become necessary these features have disappeared. The former dining room has been whitewashed and is used as a billiard room. In another billiard room the cue rack covers a wall painting. An ancient base in the atrium supports a cigar stand. A phonograph, a player piano, and a stand for the dispensation of soft drinks contrasts oddly with the wall decorations, the mosaic floors and the ancient furniture. In the hand of the statue of a priest a cigarette had been placed. No blame attaches to the present owners of the building for its present condition. Those of us who are interested in the Roman civilization are to blame for not keeping up the building as a permanent public museum. Perhaps in one of our large cities such a building may again be erected. It would be of special interest to all Latin students.

### Quips and Conundrums

Another version of the conundrum about verbs of third and fourth conjugations has been sent in by a contributor who prefers to sign himself "In fide Latina." It runs thus: "Why is a verb of the third or of the fourth conjugation likely to lose a baseball game? Because it cannot *bunt*." This ought to appeal to the boys.

Dr. R. C. MacMahon sends in the following quip: *Est vilis ovis* (sheep) *quae non valet tribus ovis* (eggs).

Two others may be added at this time:

*Mitto tibi metulas; si vis cognoscere, veritas.* (I send you small posts; if

you want to understand, turn end for end — *metulas* inverted gives *salutem*, “best regards”).

*Mitto tibi navem prora puppique carentem.* (I send you a ship without prow or stern — take the first and last letter from *navem*, and *ave*, “greetings,” is left).

### Silencing an Attack

In a certain state teachers of Latin were greatly bothered by the following jingle:

All are dead who ever wrote it:  
All are dead who ever spoke it:  
All will die who ever learn it,—  
Blessed death, they surely earn it!

An anonymous writer silenced this effectively by the following second stanza:

But the deadeadest dead of all that darn it,  
Is old “Born-Short,” who couldn’t larn it.  
So around he goes,  
And he blows and blows,  
“Down with Latin, consarn it.”

### Questions and Answers

*When a Roman was exiled, could his family accompany him?*

Yes. In Cicero’s time exile was not really a punishment in the positive sense. It was rather a recognized method of escaping punishment. The only punishment in such cases was confiscation of property.

*How did the senators in the Senate ask for permission to speak?*

No senator, except the magistrate, could speak without an invitation of one of the presiding officers. Any one of twenty magistrates, either consuls, praetors, or tribunes, had the power to lay business before the Senate and to call upon such senators as they desired, usually in the order of seniority or distinction.

*Did the senators vote by standing and saying, “I do,” or by raising a hand, or how?*

In the course of the debate it became clear where the senators stood on a given question. Many senators, upon being called upon simply agreed with a previous speaker without rising, or else they took their stand near the person with whom they agreed. Very often

the consul interpreted the wishes of the senators without a formal vote. At other times he called for a vote by a division (*discessio*) i. e., those who favored the motion went to one side of the Senate chamber, and those who opposed went to the other side.

*Why was Catiline allowed by the censor to come into the Senate when his crimes were known?*

As Catiline had not been convicted of any crime he could not be legally kept out of the Senate.

*Did the censor prevent Catiline from standing for the consulship?*

No. In the year 66 and again in 65 there was a court action against him for mismanagement of the province of Africa. Such court action, which we might call an indictment, automatically prevented him from being a candidate for office. The action was not completed, however, and seems to have been undertaken by his political enemies merely to prevent him from running for office.

*What did Caesar mean by *pabulum*?*

*Pabulum*, like the English word fodder, is a general word for food, but often specifically applied to food eaten by pack animals. In most cases it would be hay.